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THESIS

ORAL READING INVENTORY
for
CURRICULUM FOUNDATION SERIES

by
Margaret Mary Bartley
(B.A., Regis College, Weston, Mass.)
1933

In Partial Fulfillment
for a Masters of Education Degree
from
Boston University, School of Education
1948

First Reader Dr. Helen A. Murphy
Second Reader Dr. Donald D. Durrell
Third Reader Dr. Helen Sullivan

✓

Gift of M.M. Bartley
School of Education
June 19, 1940
2948P

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ACKNOWLEDGMENTS

The writer is deeply grateful to Dr. Helen A. Murphy, Professor of Education, Boston University, for her kind guidance in planning this study.

Sincere thanks, to my many friends who made this thesis possible.

CHAPTER I
INTRODUCTION

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CHAPTER I

INTRODUCTION

The purpose of this study is to build an individual oral inventory for the Curriculum Foundation Series, from pre-primer through the second reader.

It is planned to develop six paragraphs and word lists to test the vocabulary in the basal series. A check list of difficulties will be provided to aid in diagnosing difficulties and confusions. The entire vocabulary of the pre-primer, the primer and the first reader is included. Eighty per cent of the vocabulary of both levels of the second reader is also included.

Murphy ^{1/} says learning to read is a complex process, but one must learn to read well if he is to be successful in school and in many out-of-school activities. Either informal or standard tests may be used early in the school year so that the teacher may know the strengths and weaknesses of each child. The weaknesses will indicate the skills in which the child needs help.

^{1/} R. A. Murphy, "Teaching Beginners Reading", National Educational Association Journal, 25:308-309, October, 1935

CHAPTER II

SUMMARY OF RESEARCH

The research for this study is divided into three areas.

- a. Reading
- b. Children's Interests
- c. Sentence Structure

Reading

Reading can never be developed without knowledge of vocabulary. Vocabulary in the primary child's mind is simply the comprehension of printed symbols according to his varied experiences and environments.

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^{1/} H. A. Murphy, "Teaching Beginners Reading", National Educational Association Journal, 35:382-383, October, 1946

Huey 1/ states effective reading depends upon the association of three factors:

- (a) the meaning which the word or words symbolize
- (b) the visual form of the words
- (c) the pronunciation of it

Huey also states in teaching beginners reading, it is to give them the power to acquire thought from the printed or written page.

It is the opinion of Hoover 2/ that a child's earliest reading attempts will lay either a firm or weak foundation for his later reading skill. Thus the importance of established good reading habits. Hoover also points out that "thought getting" from the text is very important and that many teachers in teaching reading forget this. Learning isolated words out of the text is likely to be futile, for words take on depth of meaning only as they are related and linked to other words or experiences into large units of meaning.

1/ E. B. Huey, "The Psychology and Pedagogy of Reading", P. Monroe, A Cyclopedia of Education, Macmillan Co. N. Y., 1913, pp. 115-122

2/ F. W. Hoover, "Reasons Why Pupils Fail in Reading", Educational School Journal, 46:381-383, March, 1946

According to Byers 1/ there are many factors that lead to emotional disturbances in children. Pressure by the teacher is undoubtedly one of the leading factors to be considered, especially in the relation to the establishment of good reading habits. Teachers demand quantitative rather than qualitative material and much of the reading which is done by the students is therefore sketchy and ineffective. Children will learn to read only when properly conditioned. They read voluntarily only the material which has meaning to them. A Teacher must see to it that pupils grow in reading proficiency as each new level of reading difficulty is encountered.

Thompson 2/ says (1) There is special emphasis placed on scientific vocabulary control and other findings. (2) Home environment and background influences the child. (3) The background of experiences varies greatly with each child. It seems clear there can be no reading with comprehension and no meaning unless the reader has a background of experiences to enable him to interpret these printed symbols.

1/ S. G. Byers, "Reading-Learning's Most Essential Tool", School Review, May, 1946, pp. 54, 279, 383

2/ Helen Thompson, "A Study of Vocabulary Necessary for Reading in the First Grade", (Unpublished Service Problem), Boston University School of Education, 1945

One of the most important factors, states Betts ^{1/}, contributing to word recognition is that of word meanings or association of ideas. Movies, autos, radios, and airplanes, etc., have changed the life conditions of many children.

Wilking ^{2/} states no test in previous years has completely answered the question of the diagnostician regarding the state of the subjects reading vocabulary. The problems which this investigation seeks to answer are two:

1. How can reading vocabulary be measured more extensively in the space usually allotted to the testing of the vocabulary in the average diagnostic reading test?
2. Is the new method of measuring vocabulary presented here a more valued measure of reading vocabulary than the methods used heretofore?

Wilking prepared a test that proved the above points. It is a high valid measure of reading vocabulary as compared against previous criterion.

Children's Interests

The largest part of the school day in grades one and

^{1/} Emmett A. Betts, Prevention and Correction of Reading Difficulties, Row-Peterson and Company, New York, 1936, p. 52

^{2/} S. Vincent Wilking, "Construction and Evaluation of a Measure of Reading Vocabulary" (Unpublished Thesis) Boston University School of Education, 1940

two is concerned with reading. Boland 1/ states the basis of all first and second grade work should be based on the child's interest, as what is most interesting to a child will be most enjoyable. He will use the skill of reading throughout life. The best way to determine what the child is interested in reading is to go directly to him and find out.

Smith 2/ describes the evaluation of basal readers. The "Enschude Abecedarium", made in the fifteenth century, was the cognate and progenitor of our modern elementary readers. In 1607 there appeared a reader in which the English influence can be seen. This reader also shows how religious topics predominated, how little the child was considered, and how great was the adult influence. The basal Readers appeared about 1860. In all this time there appeared no recognition of the child's interest.

Thorndike 3/ tells us no greater demand has been more persistently voiced in educational circles during the past

1/ Marion R. Boland, "Measurement of Pupil Interest in Types of Stories at Grade One Level by the Ballot Method to Determine Child Preference" (Unpublished Masters Thesis), Boston University School of Education, 1947

2/ Nila B. Smith, American Reading Instruction, Silver Burdett and Co., 1934

3/ Robert L. Thorndike, A Comparative Study of Children's Interests, New York Teachers College, Columbia University, 1941, p. 1

generation than that schooling should be adapted to the abilities, needs and interests of the child. Both progressive educators and mental testers raised the cry that the schools must fit their offering to the individual.

Peterson 1/ reports that classroom teachers should contribute more than they do to the solution of the problem of the child interests.

Gates 2/ says, the individual interests differ greatly and the teacher should select the materials of interest for each case.

Gray 3/ suggests that reading is a means of satisfying interest and therefore the child should have interesting content and be interested in it.

Neely 4/ states, for what is social reading of children if it isn't constantly seeing the world as they see it. She quotes, "I am convinced we must do this if we are to be able to communicate with them."

1/ Samuel W. Peterson, Teaching the Child to Read, Doubleday, Doran and Co., Inc., Garden City, New York, 1930, p. 140

2/ Arthur Gates, Improvement of Reading, The Macmillan Co., 1928, p. 32

3/ W. Gray and Lillian Gray, Guide Book for Basic Readers, Curriculum Series, Scott Foresman and Co., Chicago, Atlanta, Ga., p. 57

4/ Charlotte Neely, Claremont College Reading Conference Eleventh Year Book, 1946, Claremont College Library, California, 1946, p. 111

generalization from that schooling should be adapted to the activities, needs and interests of the child. Both progressive educators and mental testers raised the cry that the schools must fit their offering to the individual.

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³ W. Gray and Lillian Gray, Guide Book for Reading Materials, Carleton Series, Scott Foresman and Co., Chicago, 1927, p. 37.

⁴ Charlotte Neely, Statement College Reading Conference, Eleventh Year Book, 1928, Claremont College Library, California, 1928, p. 111.

Uhl 1/ concluded from his study that the mastery of the mechanics of reading is said by teachers to result from the use of interesting material.

Dunn 2/ reports that no one element alone can be depended upon to guarantee interest. Rather several should be combined.

Mackintosh 3/ in her study of children's interests in poetry, made these different conclusions. She found poems were liked because of child experiences, dialect, humor, sadness, imagination, good story and repetition.

Terman and Lima 4/ studied children interest in reading and reported that the elements in reading interest are these three:

1. Action
2. Human Interest
3. Imaginative Appeal

These are always demanded, regardless of other interest.

-
- 1/ Willis L. Uhl, Scientific Determination of the Content of the Elementary School Course in Reading, University of Wisconsin, Studies in the Social Studies and History, No. 4, Madison, Wisconsin, University of Wisconsin, 1921. p. 150-151
 - 2/ Fannie W. Dunn, "Interest Factors in Primary Reading Material", (Teacher College Contribution to Education, No. 113, N. Y. Teachers College, Columbia University, 1921) pp. 1-70
 - 3/ Helen Mackintosh, "A Critical Study of Children Choices in Poetry", (Studies in Educational Series, Vol. 7, University of Iowa, Iowa City, Iowa) p. 128
 - 4/ Louis Terman and Margaret Lima, Children's Reading, D. Appleton, Century Co., New York, 1931, pp. 6-8

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- 1/ Willis I. Hall, Scientific Determination of the Content of the Elementary School Course in Reading, University of Wisconsin, Studies in the Social Studies and History, No. 4, Madison, Wisconsin, University of Wisconsin, 1921, pp. 150-151
- 2/ Gunnar W. Lund, Interest Factors in Primary Reading Instruction, (Teacher College Contribution to Education, No. 112, N. Y. Teachers College, Columbia University, 1921) pp. 1-70
- 3/ Harlan MacKintosh, "A Critical Study of Children's Choices in Poetry," Studies in Educational Issues, Vol. V, University of Iowa, Iowa City, Iowa, p. 143
- 4/ Louis Terman and Lawrence Lima, Children's Reading, D. Appleton, Century Co., New York, 1921, pp. 3-8

Boland 1/ concluded from her study that children preferred stories in this order.

1. Old Tales
2. Animals
3. Child Experience
4. Nature
5. Science

She tells us there is little difference in choice between boys and girls.

Sentence Structure

In order to write the material, it was necessary to consider the research on sentence structure.

Henley 2/ states that more investigation is needed to determine if the effect of sentence structure upon comprehension in isolated sentences is the same as in paragraphs or in longer units.

Words used in the Henley test were kept below the third grade level in comprehension. This was done by checking each word by the National Kindergarten Union List, and by the first and second grade levels of the Free Association List.

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- 1/ Marion R. Boland, "Measurement of Pupil Interest in Types of Stories at Grade One Level by the Ballot Method to Determine Child Preference" (Unpublished Thesis), Boston University School of Education, 1947
- 2/ R. E. Henley, "Comprehension Difficulties of Various Sentence Structures," (Unpublished Masters Thesis), Boston University School of Education, 1938

Beal 1/ in a study to provide a set of criterion materials for judging the difficulty of reading with regard to sentence structure found that:

1. The effect of simple and complex sentences upon oral reading time was marked.
2. Complex sentences slowed up the oral reading appreciably, but the effect upon comprehension was almost negligible.
3. In silent reading the predominance of simple or complex sentences had little effect on speed or on comprehension.

Gray and Leary 2/ made an intensive investigation of the elements that made a book readable. Two series of tests were devised, from books, from magazines, from newspapers. People tested were of heterogenous types. The following eight elements were selected as the best estimate of the difficulty of the selection.

1. Number of different hard words
2. Number of easy words
3. Percentage of monosyllables
4. Number of personal pronouns
5. Average sentence length in words
6. Percentage of different words
7. Number of prepositional phrases
8. Percentage of simple sentences

1/ A. B. Beal, "An Evaluation of Techniques for Determining the Difficulty of Primary Grade Reading", (Unpublished Masters Thesis), Boston University School of Education, June, 1937

2/ W. S. Gray and B. E. Leary, What Makes a Book Readable, University of Chicago Press, 1935

Recently a number of investigations in sentence structure have been made as to the effect of sentence length and sentence structure upon comprehension.

Henley ^{1/} listed as elements having greatest relation to comprehension the following eleven points.

1. Long sentences
2. Compound and complex sentences
3. Compound subject
4. Two objects indirect before direct
5. Infinitive used as a noun
6. Noun in opposition
7. Possessive with "of"
8. Comparative
9. Adverb after the verb
10. Use of the participle
11. Words referring back to other words, or word in the sentence.

From these studies it is evident that reading is a complex process. Vocabulary is an important skill in the process. Children's ability to learn to read is influenced by the content of the reading material.

Therefore the purpose of this study is to develop a series of units to test the vocabulary of the Curriculum Foundation Series, through the second reader. The content and sentence structure is based on the conclusions of the previous studies.

^{1/} R. E. Henley, "Comprehension Difficulties of Various Sentence Structures", (Unpublished Masters Thesis), Boston University School of Education, 1938

CHAPTER III

PLAN OF STUDY

Six tests were developed to test the vocabulary of the Curriculum Foundation Series from the pre-primer through the second reader.

The first unit tests the pre-primer vocabulary of eighty words. One hundred and twenty-one words were used for this test. Sixteen of these were the words, "to, a, the, and", used for completion of thought and sentence structure. Seven words appear on a word list.

The second unit tests the primer vocabulary of one hundred and fifty-two words. Two hundred and ninety-two words were used, of which sixty-two were the words used to connect phrases. Four words appear on a word list.

The third unit tests the first level of Book One vocabulary of one hundred and forty-one words tested by two hundred and eighty-one words, of which fifty-five words were used to complete sentence structure. Three words appear on a word list.

The fourth unit tests the vocabulary of the second level of Book One. One hundred and forty-one words were tested by two hundred and ninety-six words. Fifty-eight

words were the connecting words. Ten words appear on a word list.

The fifth unit tests eighty per cent of the vocabulary of the first level of Book Two, since Book Two was divided into two levels. A random sampling was taken by omitting every fifth word in this level. One hundred and seventy-one words were tested by the use of three hundred and forty-two words. Fifty-six of these were connecting words. Twenty-five words appear on a separate list.

The sixth unit tests the vocabulary of the second level of Book Two. One hundred and eighty-six words were tested by four hundred and ninety words. One hundred and ten words were the connecting words. Five words appear on a separate list.

A sample test (teacher's copy and child's copy), the pre-primer word list and the alphabetical vocabulary list will be found on the following pages. (pp. 14-17)

PRE-PRIMER

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow", said the dog. "This is fun."

"Hello", said Father. "Here is something for you." "Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner!" "Oh, thank you for a good dinner and goodby", they said. Away they went.

Comprehension check list:

1. Where did they go?
2. What did they see?
3. Who said Bow-wow?

Check list of difficulties

1. Punctuation ignored
2. Word by word reading
3. Use of finger

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

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Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow", said the dog. "This is fun."

"Hello", said Father. "Here is something for you."
"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner". Oh, thank you for a good dinner and goodbye", they said. Away they went.

The following is a sample vocabulary list to accompany the sample pre-primer test. The words were taken from the back of each book and were arranged alphabetically, as follows:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>
a	Baby	can	pick	Father
ac	ball	stand	stand	find
and	big			for
are	bow-wow			fun
away				fray

PRE-PRIMER WORD LIST

<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>K</u>
go	happy	am	jump	kitten
good	ha	I		
good-bye	hello	can		
Grandmother	here	it		
Grandfather	hop	not		
please	house			
	low			

<u>L</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>P</u>
laughed	make	hop	oh	right
little	My		one	play
look	neither	up		pretty

<u>R</u>	<u>S</u>	<u>T</u>	<u>V</u>	<u>W</u>	<u>Y</u>
Robert	said	than?	us	want	you
red	see	the		we	
run	see	they		went	
	who	this		what	
	Spot	three		where	
	some	to		will	
	something	two			

The following is a sample vocabulary list to accompany the sample pre-primer test. The words were taken from the back of each book and were arranged alphabetically, as follows:

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
a	Baby	can	Dick	Father
am	ball	candy	dinner	find
and	big	chickens	dog	for
are	bow-wow	come	down	fun
away		cookies		funny

<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>K</u>
go	happy	I	Jane	kitten
good	he	in	jump	
good-by	hello	is		
Grandmother	here	it		
Grandfather	hop			
guess	house			
	how			

<u>L</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>P</u>
laughed	makes	not	oh	pigs
little	Mew		one	play
look	Mother			pretty

<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>	<u>W</u>	<u>Y</u>
Rabbit	said	thank	up	want	you
ran	saw	the		we	
run	see	they		went	
	she	this		what	
	Spot	three		where	
	some	to		will	
	something	two			

Lists of alphabetical words for each unit will be found at the end of each chapter.

The complete battery is presented in the next chapter. In order to try the tests, they were administered to one hundred fifty children.

Table I shows the results of three groups on pre-primer and primer.

TABLE I

Group	No.	Pre-Primer Words Failed	Primer Words Failed
A	76	0	0
B	40	2	1
C	82	4	6

No child in the A reading group missed any words. Two words, "cookies" and "what" were the only ones failed by any child in the B reading group in the pre-primer. One word, "cookies" was failed in the B reading group in the primer. Four words, "cookies," "laughed," "what" and "away" were failed by children in the pre-primer in the C reading group. Six words, "merry-go-round," "coming," "galloping", "pocket," "round" and "gray" were the only words failed by a child in the primer in the C reading group.

Table II shows the results of three groups on Book One, first and second levels.

TABLE II

Group	No.	Book One		Book One	
		First Level		Second Level	
		Words	Failed	Words	Failed
A	70	0		0	
B	72	3		5	
C	45	5		10	

No children in the A reading group missed any words at either level. Three words, "sled," "Carlo," "sniff" were failed on by a child in the B reading group at the first level. Five words "thresh," "wheat," "frightened," "troll," "tumpa-tum-too" were failed on by a child at the second level in the B reading group.

Five words, "Carlo," "sniff," "doing," "planted," "bluejay" were the only ones failed on by any child in the C reading group at the first level. Ten words, "lamb-kin," "drumkin," "porridge" "caught," "cones," "rolling," "tumpa-tum-too," "frightened," "troll," "errand," were the words failed on at the second level by any child in the C reading group.

Table III shows the results of those groups on Book Two at first level.

TABLE III

Group	No.	Book Two - First Level Words Failed
A	80	4
B	70	8
C	45	10

Four words, "quick," "leap," "smooth," and "telephone" were missed by the A reading group. Eight words, "quick," "heels," "leap," "smooth," "telephone," "strange," "upstairs," and "ants" were failed by a child in the B reading group. Ten words, "behind," "pumpkin," "quick," "telephone," "shadow," "leap," "shouted," "bottom," "playmate" and "Saturday" were failed on by a child in the C reading group.

Since, due to the time of the year, testing on Book Two, at the second level, was limited, no table of results was drawn up.

WORD LISTPRE-PRIMER

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	
a am and are away	Baby ball big bow-wow	can candy chickens come cookies	Dick dinner dog down	Father find for fun funny	
<u>G</u>	<u>H</u>	<u>I</u>	<u>J</u>	<u>K</u>	
go good good-by Grandmother Grandfather guess	happy he hello here hop house how	I in is it	Jane jump	kitten	
<u>L</u>	<u>M</u>	<u>N</u>	<u>O</u>	<u>P</u>	
laughed little look	makes Mew Mother	not	oh one	pigs play pretty	
<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>	<u>W</u>	<u>Y</u>
Rabbit ran run	said saw see she Spot some something	thank the they this three to two	up	want we went what where will	you

WORD LIST

PRIMER

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	
after	Birthday	coming	did	eat	for	
all	Billy	came	down	eggs	fell	
are	basket	chickens	doll	every	found	
at	black	cows	do	Easter	farm	
ate	boy	children	day		from	
apples	barn	could	dark		four	
asleep	bird	Christmas			fly	
Alice	Bobby	cold			faster	
	be				farmer	
	but					
<u>G</u>	<u>H</u>	<u>I</u>	<u>M</u>	<u>N</u>		
get	his	into	my	name		
go	hen		may	Nancy		
give	hello	<u>J</u>	me	no		
good	her		man	now		
girl	help	jumped	must	Ned		
grandfather	had	Jack	milk	new		
gray	hill		morning	nuts		
garden	have	<u>L</u>	merry-go-round	next		
galloping	home		met	nest		
	has	looked		night		
	hole	liked		nothing		
	hop					
	hide					
<u>O</u>	<u>P</u>	<u>R</u>	<u>S</u>	<u>T</u>	<u>U</u>	<u>V</u>
old	pigs	red	so	them	up	valentine
out	Polly	ride	soon	tree	us	very
on	Patty	road	sand-box	Tom	under	
once	pocket	round	store	then		<u>W</u> <u>Y</u>
	penny		surprise	took		
	put		squirrel	there		we
	party		sat	that		was
	pony		snow	tell		with
	picnic		stop	take		wanted
	please		sang	town		were
			slower	too		way
			sleepytown	thanksgiving		white
						walk
						women
						wee
						who

WORD LIST

PRIMER

A	B	C	D	E	F
after	birthday	coming	did	eat	for
all	Billy	came	down	eggs	fell
are	basket	chickens	doll	every	found
at	black	cows	do	feather	farm
ate	boy	children	day		from
apples	barn	could	dark		four
asleep	bird	Christmas			fly
Alice	Bobby	cold			feather
	be				farmer
	but				
G	H	I	M	N	
get	his	into	my	name	
go	has		may	Henry	
give	hello	1	me	no	
good	her		man	now	
girl	help	jumped	met	Ned	
grandfather	had	Jack	milk	new	
gray	hill		morning	nuts	
garden	have	1	nervy-go-round	next	
galloping	home	looked	net	nest	
	has	liked		night	
	hole			nothing	
	hog				
	hide				
O	P	S	T	U	V
old	pigs	so	them	up	valentine
out	Tolly	soon	tree	us	very
on	Petty	and-box	Tom	under	
once	rocket	store	then		Y
	runny	surprise	took		
	pat	surprised	there		we
	party	sat	that		was
	pony	snow	tell		with
	pinch	stop	take		wanted
	please	sum	town		were
		flower	too		way
		sleepytown	transferring		white
			walk		women
			was		was
			who		

WORD LIST

BOOK ONE - SECOND LEVEL

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>
angry	biggest	cock-a-doodle-do	dance	fox
another	because	caught	drunkin	floor
across	bed	crying	done	flowers
always	bread	cards		far
around	best	care	<u>E</u>	full
	before	cars	each	fat
	busy	catch	early	fire
	band	cones	errand	frightened
	buzz	carry	eating	flour
	bee-hive	cry	ear	fairy
	blue		eyes	flag
	bigger			
	boil			
	boiling			
	bridge			
	beautiful			
<u>G</u>	<u>L</u>	<u>O</u>	<u>S</u>	<u>T</u>
gone	long	or	school	table
goat	light	other	sometimes	things
gumdrop	lazy	oven	sweet	try
got	lambkin	our	seed	tomorrow
grandmother's	legs		string	tiger
Gruff	lost	<u>P</u>	sit	tumpa-tum
goose		pins	supper	too
green	<u>M</u>	Paddy	shall	tries
	maybe	poor	sister	troll
<u>H</u>	Molly	porridge	seen	trip-trap
hurry	money	pot	sorry	thresh
hear	many	peoples	should	turkey
	more		sing	
<u>I</u>	much	<u>Q</u>	song	<u>U</u>
I'll	mouse	queer	sky	until
			saying	
<u>J</u>	<u>N</u>	<u>R</u>	squeak	
Johnnycake	never	rooster	shut	
	nice	rooms		
<u>K</u>		roll		
kitchen		rolled		
		rolling		
		rose		

WORD LIST

BOOK TWO FIRST LEVEL

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>F</u>	<u>H</u>
afternoon	behind	cream	Dandy	friends	high
answer	brother	cellar	does	Fair	happened
arms	book	cart	deep	Friday	horses
above	believe	creeping	dry	fence	hind
almost	brought	crumbs	didn't	family	hurt
awake	bring	crack	dusted	fall	hold
against	brownie	cubs		fierce	heels
ants	bank	cleaned	<u>E</u>	food	hard
apron	bill	chair	ever	feathers	heavy
aren't	bad	can't	enough	farther	himself
	build		even	frogs	hurried
	bugs			fan	herself
	both			few	hours
	blow			<u>G</u>	hope
	better			garage	
	bark			gasoline	
	bottom			grunted	
	bright			growl	
	beneath			guns	
				great	
<u>I</u>	<u>L</u>	<u>M</u>	<u>N</u>	<u>P</u>	<u>R</u>
ice	letters	mend	near	park	read
	leaves	Mary	north	pets	ripe
<u>J</u>	learned	magic	need	proud	roof
	lay	mine		packages	robins
Jenny	left	mouth	<u>O</u>	push	rode
	log	moved	often	pumpkin	ropes
<u>K</u>	leap	Mrs.	o'clock	playmate	rubbed
	looking-	Mr.		pieces	rest
knew	glass	middle		paw	real
kind	late	men		past	
keep		Miss		<u>Q</u>	
kept		must		quick	
knocked					

S

sir
Saturday
still
show
secret
stairs
shouted
scarecrow
six
softly
Satin
snapped
strong
sticks
sis
sad
small
slowly
soldier
shadow
stuck
smooth
such
strange
swept

Y

year
young

T

telephone
turned
tiny
tied
tickle
though
tall
top
teach
teeth
through
together
tail
those
that's

U

upstairs
use

V

voice
visit

W

weeks
wonder
whispered
worms
wise
warm
wide
wren
wings
world

John
journey
jar
jack-o-
lantern
ker-choo
killed
kissed
king
kitty

larks
laid
lad
Lincoln
left
ladder
love

like
madame
mat
night
myself
mule
music
most
master
meal
mess

neighbor
Nao
nephew
nearly
oven

part
placed
parties
part
paved
plenty
potted
path
put
prince
purple
push
pump

Q

quietly
queen

R

really
reach
rake
river
roast
Ruth
remember
roared

S

squeaky
sharp
short
snout
sound
sly
stone
spade
second
straw
spin
same
sent
sold
Sally
sour
smile
sleets
seemed
story
star
sick
spring
silver
seven
son
sell
sight
sheep
sides
screamed
spread
set
stockings
streams
smoke
saucer
spider
send

T

terrible
through
tick-tack
toe
touch
thick
taken
throw
true
trimmed

W

which
wall
while
wearing
worth
wife
wolves
witch
waded
webs
wild

PRE-PRIMER

AWAY WE WILL GO TO GRANDFATHER'S

CHAPTER IV

Dick, Jane, Baby, Spot, Mom, Mother and Father went
to Grandfather's.

THE TESTS*

"Hello, what a pretty little baby, oh how happy he
makes me." * Direction to Teachers for Giving Test

Dick and Jane saw one kitten, three chickens, two
big pigs, and a funny rabbit.

To be given by Class Room Teacher

"I want to play," said Jane. "See us run and jump
up and down."

Jane ran into the big house to find the ball.

1. Each child reads orally from a copy.

"So-so," said the dog. "This is fun."

2. The Teacher records errors.

"Hello," said Father. "Here is something for you."

3. The comprehension questions are asked orally following each story.

"Is it mine mother?" Mother

4. No time limit is imposed.

"So, thank you
for a good dinner and good-bye," they said. They
went.

Comprehension check list:

1. Where did they go?

2. What did they see?

3. Who said So-so?

Check list of difficulties:

1. Punctuation ignored

2. Word by word reading

3. Use of finger

*Margaret Mary Bartley

Copyright 1948

PRE-PRIMER

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow," said the dog. "This is fun."

"Hello," said Father. "Here is something for you."

"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner." "Oh, thank you for a good dinner and good-by," they said. Away they went.

Comprehension check list:

1. Where did they go?
2. What did they see?
3. Who said Bow-wow?

Check list of difficulties:

1. Punctuation ignored
2. Word by word reading
3. Use of finger

AWAY WE WILL GO TO GRANDMOTHER'S

Dick, Jane, Baby, Spot, Mew, Mother and Father went to Grandmother's.

"Hello, what a pretty little baby, oh how happy he makes me," said Grandfather.

Dick and Jane saw one kitten, three chickens, two big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump up and down."

Jane ran into the big house to find the ball.

"Bow-wow," said the dog. "This is fun."

"Hello," said Father. "Here is something for you."

"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother laughed. "Come look! This is dinner." "Oh, thank you for a good dinner and good-by," they said. Away they went.

AWAY HE WILL GO TO GRANDMOTHER'S

Rich, Jane, Baby, Spot, Ned, Mother and Father went
to Grandmother's.

"Hello, what a pretty little baby, oh how happy he
makes me," said Grandmother.

Rich and Jane saw one kitten, three chickens, two
big pigs, and a funny rabbit.

"I want to play," said Jane. "See me run and jump
up and down."

Jane ran into the big house to find the ball.

"How-wow," said the dog. "This is fun."

"Hello," said Father. "Here is something for you."

"Guess what this is?"

"Is it some candy?" "Is it some cookies?" Mother
laughed. "Come look! This is dinner." "Oh, thank you
for a good dinner and good-by," they said. Away they
went.

PRIMER

THE BIRTHDAY

Nancy, Fatty, Bobby and Billy all went to Grand-Father's lorry-go-round farm on Valentine Road in Jack Sleepytown for Thanksgiving and Christmas. The children were asleep that next morning when Grandfather went to help Farmer Ned in the field. Bobby went up and looked out at the snow that had fallen last night. Ned took them down to the barn and there they saw him milk the four black and white cows. After that they saw the red hen, the chickens' eggs, the pigs. At once Bobby wanted to go galloping round the farm and way up the hill, with the grey pony.

PRE-PRIMER WORD LIST

am

can

"Stop now," said Ned, "it is too cold to ride."

not

Bobby said to Nancy, "Alice's birthday." "We must give her a party." "We could surprise Alice and have a picnic." "The old woman at the store will give us something to eat."

where

On the way to the store we found a boy who came from the next town, who had not come to school.

hop

Nancy said, "Hello," and wanted to take the boy, but they met the Father, who said "No," so he did not go.

up

Coming home the children saw the bird fly into the tree and there he sat on a nest. They looked at the squirrel who hops in the garden. Then they saw Jack the Easter Rabbit jump under the sand-box to hide in the hole.

are

The children sang "Happy Birthday," to Alice at the party. They ate the apples and nuts from the basket and gave Alice a new doll with a new penny in every pocket.

"Tell me," said Fatty, "May I name your doll Fatty?"

"No," said Alice, "I like my pretty new Fatty."

Comprehension Check List:

1. Where did they go for Thanksgiving?
2. What did they eat?

PRIMERTHE BIRTHDAY

Nancy, Patty, Bobby and Billy all went to Grandfather's Merry-go-round Farm on Valentine Road in dark Sleepytown for Thanksgiving and Christmas. The children were asleep that next morning as Grandfather went to help farmer Ned in the barn. Soon Billy was up and looked out at the snow that fell faster and then slower. Ned took them down to the barn and there they saw him milk the four black and white cows. After that they saw the red hen, the chickens' eggs and the pigs. At once Bobby wanted to go galloping round the farm and way up the hill, with Tom the gray pony.

"Stop now," said Ned, "it is too cold to ride."

Bobby said to Nancy, "Today is Alice's birthday." "We must give her a party." "We could surprise Alice and have a picnic." "The old woman at the store will give us something to eat."

On the way to the store we found a boy who came from the next town, who had nothing to do.

Nancy said, "Hello," and wanted to take the boy, but they met the father, who said "No," so he did not go.

Coming home the children saw the bird fly into the tree and there he sat on his nest. They looked at the squirrel who hops in the garden. Then they saw Jack the Easter Rabbit jump under the sand-box to hide in the hole.

The children sang "Happy Birthday," to Alice at the party. They ate the apples and nuts from the basket and gave Alice a new doll with a wee penny in every pocket.

"Tell me," said Patty, "May I name your doll Polly?"

"Yes," said Alice, "I like my pretty new Polly."

Comprehension Check List:

1. Where did they go for Thanksgiving?
2. What did they see?

3. What did they have for Alice?

Check List of Difficulties:

1. Punctuation ignored Billy all went to Grand-

2. Word by word reading on Valentine's Road in Dark

3. Use of the finger and Christmas. The children

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PRIMER WORD LIST

are

be

had

has

BOOK ONE - FIRST LEVEL

THE CIRCUS

Carlo was in his own back yard playing with his yellow wagon, just as Betty opened the front door and asked him if he were going to the circus today. Well, he thought, the rain has stopped, the sun is shining, the grounds are not wet, and the fields of grass smell fine. So he said, "I will go." On the way they saw the place where the hungry crows get the corn and the pigs dig up the acorns that farmer Joe planted.

They saw an airplane that flew overhead. The parade was about started. First Jumbo the elephant came along the street doing tricks, making a noise on the drum, washing his hat in a toy dishpan.

Carlo asked to feed Jumbo nuts, so Betty helped him to stand on the see-saw.

Carlo thinks it is time he told Betty what he heard the wind say last night. Jumbo will grow so fast he will have to go back to the zoo and stay there.

"Quack," called the dear duck to the elephant. "Don't splash any water on their coats and shoes."

"Tweek-twack," the bluejay called to Jim the circus cat. "Say, do you know why Bunny the brown bear was stung on the nose?" Bunny lived in the woods. He liked honey for breakfast. So, he began to climb the oak tree to sniff the honey, the bees make in the summer, that they live on in winter. "Oo-oo," he cried. The joke was on the angry bear.

By evening Betty and Carlo grew tired and hungry again. Mother gave them a cut of pie. They were glad and ready for sleep. "I shall not forget Jumbo," said Carlo. "We wish to go another time," they said.

Comprehension check list:

1. Where did Betty and Carlo go?
2. Who was Jumbo?

LOOK ONE - FIRST PART

THE CIRCUS

Carlo was in his own good yard playing with his yellow wagon, just as Betty opened the front door and asked him if he were going to the circus today. Well, he thought, the rain has stopped, the sun is shining, the grounds are not wet, and the fields of grass smell fine. So he said, "I will go." On the way they saw the place where the hungry crowd of the corn and the pigs lay up the acorns that winter the elephants.

They saw an elephant that they overheard. The parade was about started. First came the elephant came along the street doing tricks, making a noise on the drum, washing his feet in a big tub.

Carlo asked to see the elephant, so Betty helped him to stand on the new one.

Carlo thought it is time he left Betty what he heard the wind say last night. There will grow so fast he will have to leave the zoo and stay there.

"Good," called the deer back to the elephant. "Don't splash any water on their coats and shoes."

"Two-ho-ho," the bintie called to him the first one out. "Say, do you know why Gummy the elephant was stuck on the honey? Gummy lived in the woods. He liked honey for breakfast. So, he began to climb the oak trees to sniff the honey, the bees made in the summer, that they live on in winter. "Go-go," he called. The joke was on the angry bear.

By evening Betty and Carlo grew tired and hungry again. Mother gave them a cat of fish. They were glad and ready for sleep. "I shall not forget Tumbo," said Carlo. "We wish to go another time," they said.

Comprehension check list:

1. Where did Betty and Carlo go?

2. Who was Tumbo?

3. What did Bunny the Brown Bear try to do?

Check List of Difficulties:

1. Punctuation ignored
2. Word by word reading
3. Use of the finger

He thought, the rain has stopped, the sun is shining, the grounds are not wet, and the fields of grass smell fine. So he said, "I will go." On the way they saw the place where the hungry crow got the corn and the pigs dig up the acorns that Farmer Joe planted.

They saw an airplane that flew overhead. The parade was about started. First came the elephant came along the street doing tricks, making a noise on the drum, washing his leg in a toy fishpond.

Charlie asked to feed Junior nuts, so Betty helped him to stand on the see-saw.

Charlie thinks it is time he told Betty what he heard the wood say last night. Junior will grow so fast he will have to go back to the zoo and stay there.

"Quack," called the four duck to the elephant.

"Don't splash any water on their coats and shoes."

"Twee-twee," the bluejay called to Jim the circus cat. "Say, do you know why Bunny the Brown bear was stung on the nose?" Bunny lived in the woods. He liked

3. What did Bunny the Brown Bear try to do?

Check List of Difficulties:

1. Illustration ignored
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BOOK ONE - FIRST LEVELBILLY'S TRIP

Billy saw his sister Molly hurry from school. He was crying at the window because he thought Molly had gone without him. Up to this time, Molly was always on the watch for him; but today, she hurried to find the money she had lost, which was for an errand. "I shall try to catch her," he said. He tried but Molly had gone too far for his long legs. Billy was angry more than sorry.

BOOK ONE - FIRST LEVEL

He wished some one would help him. He did not want to wait to go to Grandmother's. He wanted to give her the Washington's flag. He wanted to give her the string, the cards and the top ones. Molly got there before him. She got the best French wheat flour to make bread for supper. At Grandmother's Mother thought she should carry long and bigger cones for the fire. She was as busy as the biggest bee in the bee-hive.

WORD LIST

Then Billy said, "I don't care." "I'll run around another way and try to get to Grandmother's before Molly." On the way he saw rose flowers, blue sky and many other things were beautiful that he had never seen before. Is that the bridge the lightning rolled the arching off, and frightened the wolf? Maybe it's the one that fat Billy Goat Graff went trip-ling across and got caught by a wolf?

b-ack

m-ack

He heard a queer buzz or squeak. Was it a tiger or a mouse? He began to sing a merry song he sometimes sang to his wife and would never in bed early in the morning.

sled

Leaves, sweet Johnny cake, with the light green pudding,
bumps-our-top.

Rolling out of our oven into the kitchen floor.

Drying to the goose, the fow, the turkey

As they sit at table eating a pot of porridge.

I ask for the four people, and for the rooster
cock-a-doodle-do.

Molly had done much of the work in Grandmother's place
reeds as Molly came in and shut the door.

BOOK ONE - SECOND LEVEL

PADDY'S TRIP

Paddy saw his sister Molly hurry from school. He was crying at the window because he thought Molly had gone without him. Up to this time, Molly was always on the watch for him; but today, she hurried to find the money she had lost, which was for an errand. "I shall try to catch her," he said. He tried but Molly had gone too far for his lazy legs. Paddy was angry more than sorry.

He wished tomorrow would hurry for he did not want to wait to go to Grandmother's because he wanted to give her the Washington's flag, the pins, the string, the cards and the toy cars. Molly got there before him. She got the best thresh wheat flour to make bread for supper. At Grandmother's Mother thought she should carry long and bigger cones for the fire. She was as busy as the biggest bee in the bee-hive.

Then Paddy said, "I don't care." "I'll run around another way and try to get to Grandmother's before Molly." On the way he saw rose flowers and blue sky and many other things more beautiful than his eyes had ever seen before. Is that the bridge the lambkin rolled the drumkin off, and frightened the wolf? Maybe it's the one that fat Billy Goat Gruff went trip-trap across and got caught by a troll?

He heard a queer buzz or squeak. Was it a tiger or a mouse? He began to sing the Fairy song he sometimes sang as he woke and would roll over in bed early in the morning.

Dance, sweet Johnny cake, with the light green gumdrop,
tumpa-tum-too.

Rolling out of our oven onto the kitchen floor.

Crying to the goose, the fox, the turkey
As they sit at table eating a pot of porridge.

I am for the poor people, not for the rooster
cock-a-doodle-doo.

Molly had done much of the work in Grandmother's nice rooms as Paddy came in and shut the door.

Comprehension Check List:

1. Why did Paddy cry?
2. Where did Molly go?
3. What did Paddy see and hear on his way to Grandmother's?

Check List of Difficulties:

1. Punctuation ignored
2. Word by word reading
3. Use of the finger

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Rolling out of our oven onto the kitchen floor.

Crying to the goose, the fox, the turkey
As they sit at table eating a pot of porridge.

I am for the poor people, not for the rooster
cock-a-doodle-doo.

Molly had done much of the work in Grandmother's nice
rooms as Paddy came in and shut the door.

BOOK TWO - FIRST LEVELTHE BROWNIE AND THE SCARECROW

Mr. Scarecrow and a wide awake Brownie were warm friends. Creeping from behind the fence on Friday, the Brownie often hurried to his tall playmate, Dandy, for an afternoon visit. His arms were high enough for Mrs. Robin to build a nest on. So he brought a ripe pumpkin in his pushcart to hold crumbs and pieces of food for their six young. They still need both bugs and worms. With a crack of his bill a robin snapped hard at a few worms. He slowly moved his bright wings and tail to show the family how strong he was. A Wren dusted her smooth feathers and softly whispered, "That's most kind." I can't help but wonder, Sis, that brother scarecrow is proud of you this year. I hope you can keep a secret. Follow your shadow north to the deep cellar of the garage. Beneath the stairs, on top of the heavy telephone book are packages of letters tied together. Those, I believe, have magic. Read them to Miss Mary yourself. She moved near the middle of the park one fair Saturday to teach her pets, the cubs, to answer her voice, and growl at fierce, bad men with guns.

With a quick leap, he made use of his heels and left Jenny Wren. He knocked hard and shouted for Mary herself. She threw her apron on a chair, for she swept and cleaned for hours. She even rubbed the looking-glass dry, and stuck real leaves above it and a satin fan. The wise Brownie read the letters, then went upstairs himself to mend her roof with bark and sticks and ropes. It was late, so he rode her tiny horses. At the bottom of a high bank, such strange ants happened past on a log that he lay still. Does it hurt to tickle them?, he grunted. He knew better though. It was five o'clock so he turned to the great world farther on and his playmate, the sad scarecrow.

Comprehension Check List:

1. What was the Scarecrow?
2. Where did the Brownie go?
3. What did he do?

Check List of Difficulties:

1. Punctuation ignored
2. Word by word reading
3. Use of the finger

THE BROWNIE AND THE SCARECROW

Mr. Scarecrow and a wide awake Brownie were warm friends. Creeping from behind the fence on Friday, the Brownie often hurried to his tall playmate, Dandy, for an afternoon visit. His arms were high enough for Mrs. Robin to build a nest on. So he brought a ripe pumpkin in his pusheart to hold crumbs and pieces of food for their six young. They still need both bugs and worms. With a crack of his bill a robin snapped hard at a few worms. He slowly moved his bright wings and tail to show the family how strong he was. A Wren dusted her smooth feathers and softly whispered, "That's most kind." I can't help but wonder, Sis, that brother scarecrow is proud of you this year. I hope you can keep a secret. Follow your shadow north to the deep cellar of the garage. Beneath the stairs, on top of the heavy telephone book are packages of letters tied together. Those, I believe, have magic. Read them to Miss Mary yourself. She moved near the middle of the park one fair Saturday to teach her pets, the cubs, to answer her voice, and growl at fierce, bad men with guns.

With a quick leap, he made use of his heels and left Jenny Wren. He knocked hard and shouted for Mary herself. She threw her apron on a chair, for she swept and cleaned for hours. She even rubbed the looking-glass dry, and stuck real leaves above it and a satin fan. The wise Brownie read the letters, then went upstairs himself to mend her roof with bark and sticks and ropes. It was late, so he rode her tiny horses. At the bottom of a high bank, such strange ants happened past on a log that he lay still. Does it hurt to tickle them?, he grunted. He knew better though. It was five o'clock so he turned to the great world farther on and his playmate, the sad scarecrow.

BOOK TWO - FIRST LEVELWORD LIST

almost	heavy
against	learned
aren't	ice
bring	mine
blow	mouth
cream	paw
didn't	sir
ever	small
fall	soldier
frogs	such
gasoline	teeth
kept	weeks
hind	

BOOK TWO - SECOND LEVEL

FRIENDS

John and Nan are close neighbors. John is the son of the postman. Nan's hair is the color of a golden star. Her father, a short, thin man, owns the meat market at the "Four Corners." He also sells butter, gingerbread, and plenty of fresh fruit and turnips. While it isn't really a Country Cupboard, there, you will find crowds like myself, quietly hunting for a thick roast, besides anything else to be eaten.

George is the third child. This lad has very rich parents. His father, who is President of the bank, is a bit of a giant like Abraham Lincoln. His wife is like a queen, wearing wonderful dresses, stockings like silver spider webs, and diamonds on each hand. They live in the brick inn, built years ago, on the path between the beach and the flat, muddy meadows. Among the things in their attic is a harp. Perhaps its music might have been beautiful, but it was bumped by an ax, and the sound changed. If you listened to it now, you couldn't tell it from a fiddle.

Ruth is the second child of the Master and Coach of the High School. They did live in a big house, but fire broke out and the house burned nearly to the earth. It was a terrible sight. Great claws of flame roared like a wild beast in the forest, as they crept through the rooms. Streams of smoke poured out of the sides, and the air became filled with it. It started in a pile of straw in the loft of the barn, and spread to the branches that used to cover the porch. With a great "Puff", and a "Tick-tack", it waded into the house. They had to throw out everything. The mice picked over the beans shells, but they would not touch them for a meal.

Abe is a chore boy. He says he can't remember, but he thinks that his real name is Torad. They coax him to tell the story about the camel that the witch changed into the elf. He now has a chin instead of a snout. The elf dug a hole with his toe and in it he had a bean, that he had in a cloth, which he had taken from a cave-boy. He then tried to sleep on a churn, but that was not easy. It felt as if he was lying on a rake, or on a pair of horns. When he did wake up, he was on a beanstalk, that grew in a

jar, laid against the wall of a castle. He made a quick spring that sent him flying over the wall. Just as you would send a saucer, if you should spin it. With a low "Huff" and a sly, sour look on his face, he patted the spot that hurt. He had landed on a spade. A well fed kitty came over to him, but said "Ker-choo" instead of "Meow." Perhaps she thought he was a Halloween jack-o-lantern or that he had fallen from the moon.

"Now," said Abe, "this story is not true. Promise not to try to pen it, for it would not be sold.

The children screamed, "Ha, ha," happily and went home, to see if their mothers had had time to bake cakes for supper.

Comprehension Check List:

1. What did Nan's father own?
2. What did George's father do?
3. What did Ruth's father do?

Check List of Difficulties:

1. Punctuation ignored
2. Word by word reading
3. Use of the finger

FRIENDS

John and Nan are close neighbors. John is the son of the postman. Nan's hair is the color of a golden star. Her father, a short, thin man, owns the meat market at the "Four Corners." He also sells butter, gingerbread, and plenty of fresh fruit and turnips. While it isn't really a Country Cupboard, there, you will find crowds like myself, quietly hunting for a thick roast, besides anything else to be eaten.

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"Now," said Abe, "this story is not true. Promise not to try to pen it, for it would not be sold.

The children screamed, "Ha,ha," happily and went home, to see if their mothers had had time to bake cakes for supper.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop an individual oral test for the Curriculum Evaluation Series from the pre-grade to the second level.

BOOK TWO - SECOND LEVELWORD LIST

The original studies were written to meet the vocabulary. A comprehension check was made for each unit and a check list of 100 words was written for the examiner. The tests were administered to one hundred and fifty children.

cup

napkin

sick

sleets

love

- The following observations were noted during the tests:
1. Larger concrete structure and smaller print did not appear to help the child in reading.
 2. Lack of picture material did not reduce child's interest in the text.
 3. Children knew the words in the paragraphs as readily as they did in the word lists.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this study was to develop an individual oral test for the Curriculum Foundation Series from the pre-primer through the second reader.

Six original stories were written to check the vocabulary. A comprehension check was made for each unit and a check list of difficulties was written for the examiner. The tests were administered to one hundred and fifty children.

The following observations were noted during the tests:

1. Longer sentence structure and smaller print did not appear to hinder the child in reading.
2. Lack of picture material did not subdue child's interest in the text.
3. Children knew the words in the paragraphs as readily as they did in the word lists.

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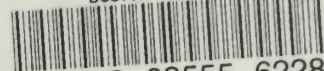
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